# CHAPTER IINTRODUCTION

## Background of the Study

Recently, the learning approaches in English online classrooms have become increasingly diverse, and numerous terminologies have been offered to describe learning and learning approaches that are centered on students' needs. It has an influence on the successful learning by selecting appropriate teaching approach. Task-based Learning (TBL) is one of the ways that is oriented on the requirements of the students’ needs. TBL attempts to integrate authentic language into practical tasks. As Sholeh (2020) endorsed TBL promotes and encourages skill integration through activities of daily living that develop students' communication skills in order to provide students with the opportunity to continuously learn language goals. Being freely and creatively can be felt by students while doing the task. TBL has an impact on students' attitudes and perceptions during the learning process. (Hromova, 2019).

Language development has always been viewed as a product of natural processes. TBL aims to build inter-language students by assigning a problem and then distributing language to complete it. Tasks that are aided in Task-based Learning are viewed as resources that teachers and students may utilize to achieve specific language goals and objectives (Sholeh, 2020). According to (Pyun, 2013) , Task based approach is the task's credibility or its relevance to actual life. The influence of language student, tasks, and instructional context for both educators and learners is crucial to the growth of Task - based language teaching.

This approach stimulates real language use, which facilitates the proper integration of abilities. In TBL, the integration of theoretical knowledge with genuine research through practice is a significant contributor to education, with students assuming responsibility for their learning (Purdam, 2016). To fulfill the question offered by the same exercise challenge, TBL needs listening, speaking, reading, and writing. TBL is widely acknowledged as an excellent method for improving pupils' English language skills, grammar, and vocabulary (Karaki & Farrah, 2019). Students perceive learning as an opportunity to engage in constructive class activities that foster genuine discourse in which challenges are solved and ingenuity is demonstrated. Implementing this technique in the classroom usually results in real-life activities that allow all of the language skills to be practiced. In addition, real-life activities better equip students to integrate abilities learned in the classroom into the workplace (Schinckus & Nguyen, 2021).

Students are fundamental to Task-based Learning. They have the ability and responsibility to negotiate course material, choose language forms from his or her linguistic competence, and investigate various choices for task performance and work results. Task-based Learning uses the greatest concepts from communicative language teaching to alter the standard learning technique in situations when students may not have learnt to communicate. It creates a defined language usage purpose and offers a framework for natural language analysis. In a task-based approach, one of the criteria influencing task complexity will be the cognitive demands put on the learner. Hence, this study aims to investigate how task-based learning approach influences the students’ learning effectivities amid online classroom

##  Reasons for Choosing the Topic

A task-based approach has a significant impact on students' knowledge and engagement, particularly in online learning. The researcher recognizes that most students are confused when the lecturers assign tasks before explaining what's been previously discussed. According to the researcher's perspective, a key barrier in online learning is that the restrictions of learning media make it impossible for students to connect with their lecturers further. As a result, providing tasks from the beginning raises the issue whether that learning approach is acceptable in process of online learning.

## Research Questions

 Based on the background of study above. The problems that were discussed in this study can be stated as follows:

1. How do students’ perceptions of task based learning in English online learning?
2. What are the benefits and problems of task-based learning in English online classroom?

## Research Objectives

Based on the research questions. The objectives can be stated as follows:

1. To investigate students’ perceptions task-based learning in English online learning.
2. To discover the benefits and problems of task-based learning in online classroom.

## Research Significances.

Based on the objectives of the study, this study has an impact on building innovative engagement to the students by implementing task-based learning on instructional learning approaches.

## Definition of Terminologies

1. Task-based learning is an approach to language learning where learners are given interactive tasks to complete. In order to do this, they need to communicate. Once the task is complete, then the teacher discusses the language used. The learners plan an itinerary for a guest who is coming to stay with their teacher.
2. An online class is a situation created using a learning program that enables students and teachers to connect either synchronously (real-time, with teacher and students meeting at the same time) or asynchronously (communication between teacher and students happening infrequently with a time delay; teacher and students are commonly divided by location) (Estes, 2016).